

Inspection of Al-Madani Girls' School

339–341 Bath Road, Slough, Berkshire SL1 5PR

Inspection dates: 13 to 15 September 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Outstanding**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

Does the school meet the independent school standards? **Yes**

What is it like to attend this school?

Pupils welcome visitors with smiles, good manners and interest. They are understandably proud of their school and its warm and welcoming atmosphere. Pupils behave consistently well. They work quietly and industriously in lessons, listen closely to their teachers and complete their work with great care.

The school's religious ethos forms the bedrock of learning. Pupils learn about their faith through activities such as Islamic Studies and assemblies. British and Islamic values provide a firm framework for school life. Pupils are taught to respect everyone, regardless of faith or background. They play an active role in fund raising for a wide range of charities.

Pupils are kind to each other. They say that they can rely on teachers and friends to look after them. Pupils enjoy chatting during breaktimes and lunchtimes. Staff combine high expectations with warmth and good humour. They are sensitive to pupils' needs. They notice, for example, if someone needs help or support. Leaders take suitable action wherever concerns about bullying arise.

The school's well-established and effective physical education (PE) programme makes an important contribution to pupils' mental and physical health. During the inspection, for example, pupils thoroughly enjoyed a lunchtime game of netball, playing with great energy and enthusiasm.

What does the school do well and what does it need to do better?

The school's quiet, calm and thoughtful atmosphere makes a strong contribution to pupils' learning. Pupils work diligently during lessons and behave respectfully and responsibly throughout the school day. Staff provide positive role models for their pupils, who are highly motivated to achieve well. There have been marked improvements in attendance since the previous inspection. Pupils attend school regularly and punctually.

The school's broad, carefully designed and thoughtfully sequenced curriculum ensures that pupils are well prepared for the next stage of their education. Pupils achieve GCSE qualifications in a range of subjects by the end of Year 11.

Teachers' infectious enthusiasm for their subjects helps to motivate and inspire their pupils. Teachers plan interesting lessons which build well on previous learning. They use questioning effectively to reinforce previous learning and to check pupils' understanding. There are no pupils with special educational needs and/or disabilities (SEND). However, sometimes, pupils need a little extra help to keep up with their classmates. Teachers provide timely support when this is the case.

Strong staff subject knowledge in subjects such as English, science and Islamic Studies ensures that these subjects are taught particularly well. However, this is not the case in all subjects. Leaders are aware of this and have suitable plans to

strengthen teachers' subject knowledge so that pupils achieve equally well in all subjects.

Pupils enjoy books and are proficient readers. They have regular opportunities to read during the school day. The school library, which has been extended since the previous inspection, provides a wide range of good-quality books which have been carefully selected to support breadth and depth of reading for pupils of all abilities.

The study of Islam is an important and well-established element of the school's curriculum. In addition, pupils learn about the major world religions, including Christianity, Judaism and Hinduism. Pupils are encouraged to ask questions and to discuss the key features of each religion. They do so confidently because they know that their views will be respected and valued. Leaders have plans to introduce more opportunities for pupils to debate a wider range of topical issues in the coming months. The school complies with schedule 10 of the Equality Act 2010.

The school's comprehensive personal, social and health education (PSHE) programme includes study of an appropriately wide range of topics and themes. Pupils talk enthusiastically of their experiences on trips and visits, which are used well to enhance learning and being reintroduced gradually following the pandemic. Charity work lies at the heart of the school's Islamic ethos. Pupils play an active part in raising funds for local, national and international causes, such as the Pakistan Floods Appeal. Leaders have ensured that statutory guidance on relationships, sex and health education has been implemented. Pupils can raise questions during lessons, or can choose to post questions in the 'ask the alima' box if they prefer confidentiality.

Leaders are committed to preparing pupils for life in modern Britain. The school's careers programme includes visits from external speakers, visits to potential employers and trips to careers fairs. Pupils say that careers advice has been helpful in thinking about future options. Those who spoke with inspectors had aspirational plans to work in sectors including medicine, science and education.

The headteacher has a successful track record in independent school leadership. He is ambitious for the school and its pupils, and has introduced a number of developments since his appointment. For example, policies have been reviewed and updated, Islamic Studies has been established in the curriculum, and subject leadership has been strengthened. Staff enjoy working in the school. They feel well supported by leaders, who they say are always available and approachable.

The proprietor shares the headteacher's aspirations for the school. His commitment to providing an effective education which nurtures British and Islamic values for the local Muslim community is clear. Parents are happy with the school. One said, 'I am grateful to have Al-Madani Girls' School locally for my daughter. A small, safe environment for my daughter to flourish'.

The proprietor and governing body are knowledgeable about the school's work. They carry out their roles well, holding leaders to account, contributing to

development plans, and making sure that statutory obligations are met. The governing body has developed a robust and systematic process for monitoring the implementation of the independent school standards. The proprietor ensures that the independent school standards are met continuously.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure that staff have an up-to-date knowledge of safeguarding policies and procedures. Safeguarding training for staff is a regular part of school life. This means that staff are confident about what to do if they are worried about a pupil's safety. Leaders act promptly where any concerns arise, liaising closely with parents and seeking advice from agencies when necessary. Pupils learn about safety matters through the school's PSHE programme.

The proprietor ensures that the school site is secure. Well-established routines help to keep pupils and staff safe. Leaders make sure that all recruitment and suitability checks are completed properly when new members of staff are appointed. The school has a suitable safeguarding policy which is published on its website.

What does the school need to do to improve?

(Information for the school and proprietor)

- Variations in staff subject knowledge between different subjects make it difficult to deliver all subjects in the curriculum equally well. Leaders should take steps to strengthen teachers' subject knowledge so that pupils achieve equally well across the full breadth of the curriculum.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

School details

Unique reference number	136955
DfE registration number	871/6002
Local authority	Slough
Inspection number	10214660
Type of school	Other Independent School
School category	Independent School
Age range of pupils	11 to 16
Gender of pupils	Girls
Number of pupils on the school roll	70
Number of part-time pupils	0
Proprietor	Aqeel Lone
Chair	Mohammed Awais Hamid
Headteacher	Tazmul Islam Rahman
Annual fees (day pupils)	£3,000
Telephone number	01628 298841
Website	www.almadanigirls.uk
Email address	office@almadanigirls.uk
Date of previous inspection	31 October to 2 November 2017

Information about this school

- The previous standard inspection took place in November 2017.
- Al-Madani Girls' School is an independent Islamic secondary school for girls aged 11 to 16. It is situated in a former office building close to Slough town centre. The building is also used for religious instruction for younger pupils out of school hours.
- The school's aim is to 'provide Islamic and academic education to children in a safe and peaceful Islamic environment'.
- The school is registered for up to 80 pupils. The school does not have any pupils with SEND.
- The proprietor of the school is Mr Aqeel Lone. The school has four governors currently.
- The headteacher was appointed in October 2021. He is also executive headteacher of Darul Uloom London School but works in Al-Madani Girls' School on a full-time basis.

Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors spoke with a range of staff at different times during the inspection. They met with the headteacher, deputy headteacher and proprietor. Inspectors also met with four governors, including the chair of governors. They also spoke with other members of staff at different times during the inspection.
- Inspectors carried out deep dives in these subjects: reading, English, science and art. They also discussed PE and viewed several PE lessons. Deep dives included visiting lessons, looking at pupils' work, and talking with teachers and pupils about how teaching in these subjects builds pupils' knowledge over time.
- Inspectors spoke with pupils during lessons, breaktimes and around the school. Both inspectors also met with a group of pupils to gather their views of the school.

- Inspectors assessed the school’s safeguarding culture throughout the inspection. The lead inspector reviewed a wide range of safeguarding documents and records. She also checked the single central record.
- The views of staff and parents were gathered through Ofsted’s surveys.

Inspection team

Julie Sackett, lead inspector

His Majesty's Inspector

Linda Jacobs

Ofsted Inspector

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